Consultoría
Social
Empresarial
ICADE

IMPACT MEASUREMENT MODEL

TOOL KIT TO IMPLEMENT THE MEASUREMENT OF IMPACT THROUGH SROI METHODOLOGY IN AN SERVICE-LEARNING PROJECT

PHASES FOR MEASURING SOCIAL IMPACT THROUGH SROI

1. Establishing the scope of measurement and identify stakeholders

2. Create impact map (based on inputs, activities and results)

3. Show the impacts and give them a value

4. Set impact

5. Calculate the SROI

6. Prepare the social impact report

GLOSSARY.
BASIC
CONCEPTS

Stakeholders: People, organizations or entities that experience a change, whether positive or negative, as a result of the analysed activity.

Inputs: The Stakeholder's contributions necessary to keep running the activity.

Outputs: Way of describing, in quantitative terms, the activity related to the each Stakeholder's input.

Outcome: Resulting change from an activity. The main types of change from the stakeholders' point of view are contemplated (expected) and not contemplated (unexpected), and positive and negative changes.

Impact: The difference that the outcome generates in the participants, given what would have happened anyway, the contribution of others and the duration of the outcome.

Monetize: Assign a financial value

Proxy: Approximate value where it is impossible to obtain an exact measurement

SROI Ratio : The social return ratio is the total present value of the impact divided by the total investment.

STAKEHOLDERS

- Students
- Teachers
- Social Entities
- Education Institution
- Professional collaborators

IMPACT TYPOLOGIES

Impact on competences (IC):

We define impact on competences as those learning technical skills (communication, ICT, project management) that improve in interest groups. They can last between 1 year and 3 years.

Impacts on Awareness (IA):

We define Impacts on Awareness as changing the person so that they reflect, analyze and understand the importance of a social problem. Lasts as long as the duration of the Service-learning project

Impact on social engagement (ICE):

We define social commitment as the responsibility of a person towards her community. Lasts at least 2-3 years after project completion

* See type of impacts in each of the impact tables in blue

PHASE 1. ESTABLISH THE SCOPE OF THE MEASUREMENT AND IDENTIFY STAKEHOLDERS

ESTABLISH THE SCOPE OF MEASUREMENT :

You must answer:

- ➤ Why am I interested in measuring the social impact of my project?

- ➤ How long does my project last?

- ➤ Who will be involved in measuring the impact and what time does it have for it?

IDENTIFY STAKEHOLDERS :

- ➤ Select the Stakeholders within your project. (*see stakeholders on the slide: Stakeholders)*

- ➤ Include stakeholders that are not on the slide.

PHASE 2. CREATE IMPACT MAP

Through the following slides you can extract for each Stakeholder taking part in your project (and that you described in the previous phase):

1. The objective that each Stakeholder has in your project
2. How they contribute (inputs)
3. The results expected (output)
4. The changes achieved (distinguishing types of changes and indicators to be able to measure them)
5. Guidelines for establishing all the necessary parameters for each indicator (To be able to measure and monetize later on)
6. Data collection sources you must use for each Stakeholder and time period in the project where you must use them. (Questionnaires, social network data, global data of the social or the educational entity, etc.)

Please read step by step (and group by group) and complete it, focusing on the reality of your

STUDENTS

Stakeholder's description:

University students who are involved on Service-learning projects. For this, it can be given in different ways: as a methodology within a subject or as a compulsory subject.

Essential Stakeholder for the impact measurement of service-learning.

STUDENTS

Objectives
Awareness and social involvement through their curricular knowledge

Inputs
Net investment: 71.665 €*

Outcomes
It refers to the Student's attitude, motivation and concept towards Social Action, Social Entities. It also refers to the subject and its methodology.

Changes
It refers to the student's acquired commitment during the project and the way they fulfill that commitment in their lives and their environment.

*Research Data SROI ICADE 2019/2020

Inputs/ Contributions	Nº of participants	Amount of the economic contribution	TOTAL
Subject Enrolment	392		
Travel expenses	392		

You may delete the inputs from the table above and write your own.

Student investment | Each project must estimate that the students contribute according to the type of specific project. *(See example of possible Inputs is presented in the above table).*

Results of Service-Learning Students

OUTCOMES	INDICATOR	TIME PERIOD	METODOLOGY
Learnings Evidence Folder	Number of approved learning evidence folders		Individual or group learning portfolio request
Evaluation rubrics	Number of evaluation rubrics approved	At the end of the project	Self-evaluation rubric in competences
Service-learning Projects	Number of Service-learning projects delivered to social entities		Surrender and evaluation by the social entity of the work delivered

Outcomes are the measurable products at the end of the service-learning project.

The results recommended to include when preparing an impact measurement report are indicated in green. In black the results that are optional. Each educational entity can locate other results and include them.

Impacts on Service-Learning Students

IMPACTS	Description	Indicator	RECOMMENDATION FOR INCLUSION IN SROI
Increases the awareness level about previously unknown social realities **(IA)**	Participate continuously for at least 6 months in a social action activity	Number of students who were in a continuous social action activity for the first time	✓
	They are able to explain the social reality that they have discovered	Number of students who state that they have enough information to explain to a third person the social problems in which they have been involved in the Service-learning experience	✓
	Greater capacity to analyse the causes of social problems	Number of students who are able to argue the reasons why the social problem occurs	✓
Improving citizen engagement **(ICE)**	Greater local participation with social problems close to their life	Number of students who, after 2 years of completing the Service-learning project, verbalize taking proactive actions to improve coexistence in their local environment	✓
Increase the prospect of career opportunities (to the third sector) **(ICE)**	Expand the perspective of career opportunities	Number of students who after completing the Service-learning project consider the third sector as an option as a professional exit	✗
Reduces the positive vision of social action (negative impact due to compulsory Service-learning in subject format) **(ICE)**	Youth participation with social entities decreases	Number of students who, one year after completing the Service-learning project, have a greater reluctance to collaborate with social projects	✓
	The perception of social sector entities worsens	Number of students who report having a worse concept of social entities than when the Service-learning experience began	✓
	It generates discomfort in the students (IA)	Number of students presenting direct complaints to the university at the end of the Service-learning project	✗
	It makes difficult for students to collaborate with social projects in the future	Number of students 2 years later manifests not collaborating with social entities	✓

The results recommended to include when preparing an impact measurement report are indicated in green. In black the results that are optional. Each educational entity can locate other results and include them.

Impacts on Service-Learning Students

IMPACTS	Description	Indicator	RECOMMENDATION FOR INCLUSION IN SROI
Increases the desire to expand training content within their studies **(IC)**	Encourage curiosity in unknown social realities	Number of students who express feeling grateful for the opportunity to discover an unknown professional sector	✖
	Improves motivation towards the social sector	Number of students who verbalize starting the compulsory Service-learning subject unmotivated and who after the experience say that it is positive for their personal growth (values)	✖
	Reveals a new training path of expertise	Number of students with respect to the total that at the end of the degree is studying a postgraduate course in CSR or similar.	✖
Increase the social commitment level after the Service-learning experience **(ICE)**	Greater collaboration as donors in social entities	Number of students who after 3 years keep linked to a social entity through financial contributions	✔
	Greater collaboration as volunteers in social entities	Number of students who volunteer in entity one year after the Service-learning	✔
Improves professional skills linked to social learning **(ICE)**	Increased awareness of the importance of corporate social and environmental impact	Number of students who 3 years after completing the project worry about the company's triple bottom line in their jobs	✖

The results recommended for inclusion in preparing an impact measurement report are indicated in green.

Monetize the Students Impact

Indicator	Financial proxy	Financial value (€)	Data Collect	Impact length	Dead weight	Attribution
Number of students who were in a continuous social action activity for the first time	Cost of public participation campaign for inclusion	0,19 €	Final test	1 year	25%	25%
Number of students who state that they have enough information to explain to a third person the social problems in which they have been involved in the Service-learning experience	2 hours of Introductory Volunteer Course	22,60 €	Final test	2 years	25%	50%
Number of students who are able to argue the reasons why the social problem occurs	4 hours of Introductory Volunteer Course	45,20 €	Final test	1 year	25%	50%
Number of students who, after 2 years of completing the Service-learning project, verbalize taking proactive actions to improve coexistence in their local environment	Annual membership fee in neighbourhood association	36 €	Post Test	2 years	25%	50%
Number of students who after completing the Service-learning project consider the third sector as an option as a professional exit	Cost of Master in CSR	797,50 €	Pre test/ Final Test	1 year	0%	25%
Number of students who, one year after completing the Service-learning project, have a greater reluctance to collaborate with social projects	Spending on public awareness campaign / per citizen of social projects	-0,19 €	Post Test	1 year	0%	75%
Number of students who report having a worse concept of social entities than when the Service-learning experience began	Cost of brand loss for social entity	-138 €	Pre test/ Final Test	2 years	0%	100%
Number of students presenting direct complaints to the university at the end of the Service-learning project	Cost of 1 hour / coordinator of the Comillas subject, per student for the administration of student complaints management	-15,30 €	Final Test	1 year	0%	100%
Number of students 2 years later manifests not collaborating with social entities	Average annual donation fee to Social Entities	-120 €	Post Test	2 years	25%	50%

Monetize the Students Impact

Indicator	Financial proxy	Financial value (€)	Data Collect	Impact length	Dead weight	Attribution
Number of students who express feeling grateful for the opportunity to discover an unknown professional sector	Coaching cost. 6 months of dedication and support	600 €	Final Test	1 year	50%	25%
Number of students who says about starting the compulsory Service-learning subject unmotivated and who after the experience say that it is positive for their personal growth (values)	Quality life value (life satisfaction)	5.227,33 €	Final Test	1 year	0%	75%
Students rate that at the end of the degree go on studying a postgraduate course in CSR or similar.	Cost of Master in CSR	797,50 €	Post Test	1 year	0%	25%
Number of students who after 3 years keep linked to a social entity through financial contributions	Average donor fee for NGO Spain	138,00 €	Post Test	3 years	25%	75%
Number of students who volunteer in entity one year after the Service-learning	Cost 48 hours / year of professional ICADE junior	669,98 €	Post Test	2 years	25%	50%
Number of students who 3 years after completing the project takes into account the company's triple bottom line in their jobs	MBA Cost	2.282,20 €	Post Test	3 years	0%	25%

Methods for collecting data from students

Total number of participants	Methods for data collection	Temporary data collection time	Minimum amount involved
(Include the total number of students in your project)	Online questionnaires. (The use of free platforms such as: Surveymonkey or Google Doc survey is recommended)	- Questionnaire before starting the service-learning experience - Questionnaire at the end of the service-learning experience - Questionnaire three years after starting the service-learning experience	It is recommended to use a representative sample (statistical sample) of the total of participants.

Forms: Questions to include for recommended indicators

QUESTIONNAIRE PRIOR TO STARTING THE PROJECT:

- From 1 to 10. Do you consider developing your career in social organizations?
- From 1 to 10. Do you think you will be able to learn new skills participating in projects of social entities?
- From the following 10 words, choose three that fit the idea you have of social entities: Transparency, Impact, Volunteering, Altruism, Empowerment, Fraud, Hobby, Social Networks, Unnecessary, Inefficiency

QUESTIONNAIRE AT THE END OF THE PROJECT:

- Do you consider your collaboration in social projects useful?
- Before Service-learning, have you ever been involved in social projects continuously?
- Could you explain the social problem in which you have been involved?
- Do you understand the causes of the social problem in which you have been involved?
- Do you consider developing your professional career in the third sector?
- Would you recommend taking the subject to another student?
- Do you consider your collaboration in social projects useful?
- Do you believe in social entities work ?
- Do you consider that knowing a new social context makes you grow personally?
- Has your opinion on the subject of Service-learning changed positively?
- Are you considering including entities from Social Entities in your professional search?

QUESTIONNAIRE TWO YEARS AFTER FINISHING THE S-L PROJECT:

- Do you participate proactively in your local environment (volunteering, neighborhood associations, communities ...)?
- Are you currently working in a social entity or organization in the third sector?
- Are you linked, through a financial contribution, to any social entity?
- Do you or have you done any volunteering in social entities in the last year?
- Do you think it is necessary for companies to implement the Triple Bottom Line?
- Do you currently work at RSC or do functions that are similar?

SOCIAL ENTITIES

Stakeholder's description:

They are non-profit entities or public community services (hospitals, nursing homes, etc.) that require the technical knowledge of university students to solve a challenge in their organization.

These challenges are complementary to the core work of the organization.

Essential target group in the impact measurement of the Service-learning

SOCIAL ENTITIES

	Objectives	Have the opportunity to develop new projects and fulfill being an educational agent
	Inputs	HR time: 16.031,75 €*
	Outcomes	They refer to the relationships established with the Entities. In the case of social entities professionals, it is the learning obtained as a result of collaboration.
	Changes	Perceptible improvements in terms of increased volunteering, professionalization of the sector, capacity for execution and level of "status". In the case of professionals: increased work motivation.

Datos de la investigación SROI ICADE 2019/2020

Inputs/ Contributions	Number of participants	Financial amount of the contribution	TOTAL
Salary of professionals of social entity			
Travel expenses			

You must delete the inputs from the table above and write your own.

Social entities Investment

Each project must estimate how much the social entities contribute according to the specific type of project. An example of possible Inputs is presented in the table above.

Results of social entities

RESULTS	INDICATOR	TEMPORALITY	METHODOLOGY
Get to know the social reality with which they work	Number of social entities that have at least one session to explain to the group of students the group with which they work.	At the end of the project	Session monitoring sheet between social entity and students
Monitoring of projects for the correct development	Number of meetings (average) of each social entity with each group of students throughout the development of the project		
Execution of new projects developed in Service-learning	Number of executed projects		Final repository with all projects completed, delivered and evaluated
Increased participation in networking spaces through corporate social consulting	Number of social entities that participate in the annual Service-learning events (breakfast presentation and final exhibition of projects)		List of events by academic year
Improves the link between the social entity and the university	Number of face-to-face sessions with groups of students (average of all teachers)		Session monitoring sheet between social entity and students

The results are the products that are measurable at the end of the Service-learning project.

* The results recommended to be included when preparing an impact measurement report are indicated in green. In black the results that are optional. Each educational entity can locate other results and include them.

Impacts on Social Entities in Service-learning

IMPACTS	Description	Indicator	RECOMMENDATION FOR INCLUSION IN SROI
Boosts the fulfillment of sensitization organizational mission and social problems awareness **(IA)**	They expand volunteer, sensitization and awareness pathways of action.	Percentage of weight of volunteering on the total of sensitization actions and on social problems awareness	✓
Increase the recruitment of talent to the third sector **(ICE)**	Encourages the incorporation of highly qualified students to social entities	Number of students who are called for interviews as volunteers or workers for the entity once the Service-learning experience has ended	✗
Increased capacity to carry out projects or execute initiatives **(IC)**	Opportunity to carry out projects in entities that would not be possible through other means of their own or collaboration	Number of new project proposals for social entities that can be carried out thanks to the collaboration of Service-learning	✓
Improve communication skills **(IC)**	More opportunities to practice oral communication skills	Number of social entities professionals who claim to have put oral communication skills into practice (For example: Analyze information to be transferred, select ideas to be communicated, prepare a coherent speech, decide the best context to communicate)	✗
	More opportunities to practice written communication skills	Number of social entities professionals who claim to have put into practice written communication skills (For example: Analyze information to be transferred, select ideas to be communicated, prepare a coherent speech, decide the best context to communicate)	✗

*** The results recommended to be included when preparing an impact measurement report are indicated in green. In black the results that are optional. Each educational entity can locate other results and include them.**

Impacts on Social Entities in Service-learning

IMPACTS	Description	Indicator	RECOMMENDATION FOR INCLUSION IN SROI
Increase learning of new ICT work tools **(IC)**	Increased ICT competition	Number of employees who claim to have learned with the students a new ICT work tool use	✖
Increase professionals motivation **(IA)**	Greater professional motivation to take on new tasks	Percentage of social entities professionals (Regarding the total number of professionals participating in a year) that increases professional motivation to take on new tasks (mentoring of university students) in Service-learning project in the pre-test / final professional satisfaction test	✔
	Greater professional motivation by introducing a social reality	Percentage of social entities professionals (regarding the total number of professionals participating in a year) that increases professional motivation to publicize a social reality in an Service-learning project	✔
Improve personal well-being by participating in university activity **(IA)**	Higher level of university participation that enhances intellectual well-being	Percentage of social entities professionals (regarding the total number of professionals participating in a year) that increases intellectual well-being linked to participation in university activity (Service-Learning) in the pre-test / post test of professional satisfaction	✖

The results recommended for inclusion in preparing an impact measurement report are indicated in green. In black the results that are optional. Each educational entity can locate other results and include them.

Monetize Social Entities impacts

Indicator	Financial proxy	Financial value in €	Data collect	Impact duration	Dead weight	Attribution
Percentage of weight of volunteering on the total of sensitization actions and on social problems awareness	Cost of volunteer / year in social entity	500 €		1 year	75%	25%
Number of students who are called for interviews as volunteers or workers for the entity once the Service-learning experience has ended	4 Hours / HR employee of Social entity to attract talent	33,90 €	Final Test	1 year	50%	50%
Number of new project proposals for social entities that can be carried out thanks to the collaboration of Service-learning	Strategic project consulting / marketing cost of 120 hours	1674€	Pre test	1 year	0%	100%
Number of impacts on social networks due to the link or collaboration with Comillas	Online marketing campaign cost on LinkedIn	0,41 €	Review of impacts on social networks at the end of the project	2 years	25%	75%
Number of new collaborations with other entities due to the link or collaboration with Comillas 2 years later	Entrance to network event (annual AEF forum)	80 €	Post Test	1 year	75%	25%
Number of social entities professionals who claim to have put oral communication skills into practice (For example: Analyze information to be transferred, select ideas to be communicated, prepare a coherent speech, decide the best context to communicate)	Cost of 4-hour speaking seminar	100,00 €	Final Test	1 year	75%	25%
Number of social entities professionals who claim to have put into practice written communication skills (For example: Analyze information to be transferred, select ideas to be communicated, prepare a coherent speech, decide the best context to communicate)	Cost of 4'30 hours written communication seminar	115,00 €	Final Test	1 year	75%	25%

Monetize Social Entities impacts

Indicator	Financial proxy	Financial value in €	Data collect	Impact duration	Dead weight	Attribution
Number of employees who claim to have learned with the students a new ICT work tool use	Office automation basic course cost	25,00 €	Final Test	1 año	25%	75%
Percentage of social entities professionals (Regarding the total number of professionals participating in a year) that increases professional motivation to take on new tasks (mentoring of university students) in Service-learning project in the pretest / final professional satisfaction test	Salary of a TFM tutor / mentor	120,00 €	Pre test/ Final Test	1 año	25%	75%
Percentage of social entities professionals (Regarding the total number of professionals participating in a year) that increases professional motivation to publicize a social reality in an Service-learning project	Cost per employee of motivational incentive activity	40 €	Pre test/ Final Test	1 año	50%	50
Percentage of social entities professionals (Regarding the total number of professionals participating in a year) that increases intellectual well-being linked to participation in university activity (Service-learning) in the pretest / post test of professional satisfaction	Annual fee for participation in alumni association	50,00 €	Pre test/ post test	1 año	50%	50%

Methods for collecting data from social entities

Total number of participants	Methods for data collection	Temporary data collection time	Minimum amount involved
(Include the total number of social entities participating in your project)	Online questionnaires. (The use of free platforms such as: Surveymonkey or Google Doc survey is recommended)	▪ Questionnaire before starting the Service-learning experience ▪ Questionnaire at the end of the Service-learning experience ▪ Questionnaire three years after starting the Service-learning experience	It is recommended to use a representative sample (statistical sample) of the total of participants.
(Include the total number of professionals from social entities participating in your project)	Review of impacts on social networks	▪ Search for TAG or Service-learning # mentions on social networks during all the months of the project (global collection at the end of the project)	The review is recommended in at least 50% of the social networks in which the social entity has a presence.

Questionnaires: Questions to be included for recommended indicators in social entities

QUESTIONNAIRE PRIOR TO STARTING THE PROJECT:

Rate from 1 to 5 what you want to tell the students about the social reality with which you work.

What has been your degree of involvement in the design of the project?

QUESTIONNAIRE AT THE END OF THE PROJECT:

Have you practiced oral communication skills during the Service-learning project?

Have you put into practice written communication skills during the Service-learning project?

Have you learned any new tools during the Service-learning project?

Rate from 1 to 10 what you want to tell the students the social reality with which you work

QUESTIONNAIRE TWO YEARS AFTER FINISHING THE Service-Learning PROJECT:

Do you incorporate the tools learned in Service-learning into your professional tasks?

Evaluate your ability to resolve when you face a new challenge in your work (From 1 to 10)

TEACHERS

Stakeholder's Description:

Personal docente universitario que puede ser:

- Hired by the educational institution to teach the Service-learning subject.

- Hired by the educational institution for teaching tasks and within these they apply the Service-learning methodology by X%

Indispensable interest group in the impact measurement of the Service-learning

Teachers

Objectives
Awareness and social involvement through their curricular knowledge

Inputs
Time*

Outcomes
It refers to the satisfaction of teachers with the Service-learning methodology and the institution.

Changes
Impact on the emotional satisfaction of teachers and motivation with the teaching role.

Datos de la investigación SROI ICADE 2019/2020

Inputs / Contributions	Number of participants	Financial amount of the contribution	TOTAL
Extra teaching dedication time			
Travel expenses			

You must delete the inputs from the table above and write your own.

Social entities investment

Each project must estimate that teachers contribute according to the type of specific project. An example of possible Inputs is presented in the table above.

Teachers' results

RESULTS	INDICATOR	TEMPORALITY	METHODOLOGY
Guide students in their meeting with social entities through face-to-face sessions	Number of face-to-face sessions with student groups (average of all teachers)	At the end of the project	Tracking sheet for the teachers' project
Follow-up of projects from start to finish through other means (mail, messaging)	Number of contacts (monthly average) of teachers with groups of students through other means		
Make the Service-learning visible in the university as professionals	Number of university activities (outside of teaching) in which Service-learning teachers participate		List of teacher attendance at university activities

The results are the products that are measurable at the end of the Service-learning project.

* The recommended results to include in preparing an impact measurement report are indicated in green. In black the results that are optional. Each educational entity can locate other results and include them.

Teachers' Impacts on Service-learning

IMPACTS	Description	Indicator	RECOMMENDATION FOR INCLUSION IN SROI
Increased motivation for teaching (revitalization) **(IA)**	Reduces the level of teacher turnover	Service-learning teacher turnover percentage compared to the total teacher turnover percentage	✓
Positive change of perspective on the role of the teacher (guide of work teams) **(IA)**	Transfer of the teaching role to other subjects	Number of teachers who transfer the teaching role model to other subjects taught after one year of teaching at Service-learning	✓
	Greater dissemination of the methodology among teachers	Number of teachers who recommend to other teachers to use the Service-learning methodology in their classes	✗
Enhances personal development **(ICE)**	Greater professional satisfaction for teaching social values to students	Number of Service-learning teachers who increase emotional satisfaction linked to the teaching of social values in the pre-test / post-test of professional satisfaction	✓
Increased sense of pride towards the institution: Comillas **(IA)**	Highest level of satisfaction with the institution: Comillas	Number of Service-learning teachers who increase the level of satisfaction with the institution: Quotation marks in the pretest / final satisfaction test	✗

* In green, the impacts that are recommended to be included to prepare an impact measurement report are indicated. In black the impacts that are optional. Each educational entity can locate and include other impacts.

Monetize the Teachers' impact on Service-Learning

Indicator	Financial proxy	Financial value in €	Data Collect	Duration of change	Dead weight	Attribution
Service-learning teacher turnover percentage compared to the total teacher turnover percentage	Cost for the university of new collaborative teacher job registration. Cost of 1 hour of administrative staff.	15,30 €	Altas/bajas docentes	1 year	0%	75%
Number of teachers who, being previously teachers, explicitly state that Service-learning represents a greater appetite than previously taught subjects	Cost per employee of motivational incentive activity	40€	Test Final	1 year	25%	50%
Number of teachers who transfer the teaching role model to other subjects taught after one year of teaching at Service-learning	Cost of training course 20 hours in teaching methodology	181€	Post test 2 años mas tarde.	2 years	50%	25%
Number of teachers who recommend to other teachers to use the Service-learning methodology in their classes	Motivational training cost for professional recycling	130€	Test Final	1 year	25%	50%
Number of Service-learning teachers who increase emotional satisfaction linked to the teaching of social values in the pre-test / post-test of professional satisfaction	Value of quality of life (life satisfaction)	5.227,32 €	Pre test/ Post Test	1 year	0%	50%
Number of Service-learning teachers who increase the level of satisfaction with the institution: Quotation marks in the pretest / final satisfaction test	Cost of organizational culture seminar 4 hours	206,72 €	Pre test/ Post Test	1 year	50%	25%

Methods for collecting data from teachers

Total number of participants	Methods for data collection	Temporary data collection time	Minimum amount involved
(Include the total number of teachers participating in your project)	Online questionnaires. (The use of free platforms such as: Surveymonkey or Google Doc survey is recommended)	▪ Questionnaire before starting the Service-learning experience ▪ Questionnaire at the end of the Service-learning experience ▪ Questionnaire three years after starting the Service-learning experience	It is recommended to use a representative sample (statistical sample) of the total of participants.
	Review of administrative management documents of the educational center	▪ At the start of the new course after a first Service-learning implementation course, teacher rotation review.	N/A

Questionnaires: Questions to include for recommended indicators in teachers

QUESTIONNAIRE PRIOR TO STARTING THE PROJECT:

How long have you been participating in Service-learning: Options: 1. It is the first time. 2. One year, 3. 2 years, 4. 3 years or more.

Do you do any type of volunteering in your private life? / In your work, divide by percentages how important you give to money wages and emotional wages

To what extent do you consider the incorporation of social values in your work important to your professional development?

How much has your perception of the Comillas Institution changed? From -5 to 5 (with -5 being much worse and 5 being much improved)

QUESTIONNAIRE AT THE END OF THE PROJECT:

Has imparting Service-learning increased your level of motivation for your work?

Would you recommend this teaching model to other teachers?

Do you consider that Service-learning is a useful tool of the institution to involve teachers taking into account social values?

To what extent has the incorporation of social values teaching changed with respect to the beginning of the subject for your professional development?

QUESTIONNAIRE TWO YEARS AFTER FINISHING THE Service-learning PROJECT:

Will you incorporate this teaching model in other subjects that you teach?

Do you continue to have interest / motivation to collaborate in social projects?

To what extent do you consider the incorporation of social values in your work important to your professional development?

To what extent has it changed compared to the start of the course?

EDUCATIONAL INSTITUTION

Stakeholder's Description:

Higher education educational institution where Service-learning projects are carried out.

Optional stakeholder in Service-learning impact measurement

Education institution

Objectives — Awareness and social involvement through their curricular knowledge

Inputs — Net resources dedicated to the subject: € 20,364.49 *

Outcomes — It refers to the actions by the Institution for the development of the Service-learning subject

Changes — Impact on the Institution regarding alignment with its institutional values.

SROI ICADE 2019/2020 research data

Inputs / Contributions	Number of participants	Financial amount of the contribution	TOTAL
% of Service-learning HR structure			

You must delete the inputs from the table above and write your own.

Investment of the Educational Institution

Each project must estimate that the educational institution contributes according to the specific type of project. An example of possible Inputs is presented in the table above.

Results of the Educational Institution

RESULTS	INDICATOR	TEMPORALITY	METHODOLOGY
Service-learning implementation in faculties	Number of faculties that have specific resources for Service-learning		Consult global budgets
Individual implementation of teachers using Service-learning as a teaching methodology	Number of teachers who have facilities to implement Service-learning and communicate it to the educational center	At the end of the academic year	Consultation in Cloisters
Service-learning visibility to the educational community	Number of Service-learning university social media appearances in a course		Management control of social networks of the university, computer service

The results are the products that are measurable at the end of the Service-learning project.

*** The recommended results to include in preparing an impact measurement report are indicated in green. In black the results that are optional. Each educational entity can locate other results and include them.**

Impacts on the educational institution in Service-learning

IMPACTS	Description	Indicator	RECOMMENDATION FOR INCLUSION IN SROI
Improves alignment with institutional mission (IA)	Greater institutional commitment in the Service-learning methodology	% Annual budget increase (2019 to 2021) for Service Learning at the University of Comillas	✖
Improves employees 'sense of institutional belonging (knowledge of the Service-learning subject improves employees' sense of institutional belonging) (IA)	Greater appreciation of the mission among teachers	No. of teachers who positively value the institutional mission sections of the 2019-2021 strategic plan	✖

* In green, the impacts that are recommended to be included to prepare an impact measurement report are indicated. In black the impacts that are optional. Each educational entity can locate and include other impacts.

Methods for collecting data from the educational entity

Total Number of participants	Methods for data collection	Time for data collection	Minimum amount involved
(Include the total number of decision-making powers in your project)	Furco Service-Learning rubric	▪ At the end of the Service-learning experience.	It is recommended to use a representative sample (statistical sample) of the total of participants.
	Optional: Quality documentary review. Teaching staff satisfaction.	▪ At the end of the course the experience of Service-learning	N/A

Collaborating Professionals

Stakeholder's description:

Company employees or volunteers who have expertise in the technical knowledge provided students and mentor by probono

Optional stakeholder in Service-learning impact measurement

Collaborating Professionals

Objectives
Awareness and social involvement through their curricular knowledge

Inputs
Time in HR: According to hours of dedication and number of collaborating professionals, it is valued at € 32,400.00 *

Outcomes
It refers to the contribution to professionals in terms of knowledge of realities or skills.

Changes
Impact on the concept that the professionals of the Institution have before and after the collaboration.

Interest and commitment to known social realities

* SROI ICADE 2019/2020 research data

Inputs/ Contributions	Number of participants	Financial amount of the contribution	TOTAL
Probono volunteer hours			
Tranvel Expenses			

You must delete the inputs from the table above and write your own.

Collaborating Professionals Investment

Each project must estimate that the social entities contribute according to the specific type of project. An example of possible Inputs is presented in the table above.

Collaborating Professionals Results

RESULTS	INDICATOR	TEMPORALITY	METHODOLOGY
Conduct hours of corporate professional volunteering	Number of professionals / hour participating in Service-learning projects	At the end of the project	Tracking record of companies or organizations that provide collaborating professionals
Projects in which they participate in an academic year	Number of Service-learning projects in which they participate		

The results are the measurable products at the end of the Service-learning project.

* The recommended results to include in preparing an impact measurement report are indicated in green. In black the results that are optional. Each educational entity can locate other results and include them.

Impacts on Collaborating Professionals in Service-learning

IMPACTS	Description	Indicator	RECOMMENDATION FOR INCLUSION IN SROI
Improves brand perception: Comillas **(IA)**	Greater dissemination of the Service-learning action	Percentage of collaborating professionals who verbalize commenting with family and / or friends that their company allows them to carry out the Service Learning activity	✓
Boosts teamwork in the company **(IC)**	More commitment and participation of professionals in their company	Number of collaborating professionals who increase their participation and commitment to the company (In activities other than Service-learning)	✓
Improves awareness of previously unknown social realities **(IA)**	Higher level of knowledge about social realities	Number of collaborating professionals who discover a new social reality	✓
	More engagement of employees with social problems **(ICS)**	Number of collaborating professionals who after 2 years have delved into the social reality in which they worked in Service-learning (direct involvement in a social entity: economic or voluntary)	✓
Improve the work environment **(IC)**	Increase the pride of belonging to the company	Number of collaborating professionals who affirm that corporate volunteering with Comillas is an important motivating factor to work in this company	✓
Improve professional skills in junior collaborators (team management, etc.)**(IC)**	Better oral communication skills ability	Number of collaborating professionals who claim to have put oral communication skills into practice (For example: Analyze information that needs to be transferred, select ideas to communicate, prepare a coherent speech, decide the best context to communicate)	✓
	Improvement of leadership and team management skills	Number of collaborating professionals who claim to have put team management skills into practice (For example: Coordination of member tasks, Project planning and monitoring, etc.)	✓

* The impacts recommended for inclusion in preparing an impact measurement report are indicated in green. In black the impacts that are optional. Each educational entity can locate and include other impacts.

Monetize the impacts of Collaborating Professionals on Service-learning

Indicator	Financial Proxy	Financial value in €	Data Collect	Duration of impact	Dead weigth	Attribution
Percentage of collaborating professionals who verbalize commenting with family and / or friends that their company allows them to carry out the Service Learning activity	Family day cost in a company	45,00 €	Final Test	1 year	25%	75%
Number of collaborating professionals who increase their participation and commitment to the company (In activities other than Service-learning)	6 hours of cost of a Team Management course	43,56 €	Pre test Final Test	1 year	25%	75%
Number of collaborating professionals who discover a new social reality	Cost of social action awareness activity (integration). Course of recovery of points of the driving license introduction 4 hours	70,06 €	Final Test	1 year	0%	75%
Number of collaborating professionals who after 2 years have delved into the social reality in which they worked in Service-learning (direct involvement in a social entity: economic or voluntary)	NGO sponsorship fee	216,00 €	Post Test	1 year	25%	75%
Number of collaborating professionals who affirm that corporate volunteering with Comillas is an important motivating factor to work in this company	Cost per employee of motivational incentive activity	40 €	Final test	1 year	25%	50%
Number of collaborating professionals who claim to have put oral communication skills into practice (For example: Analyze information that needs to be transferred, select ideas to communicate, prepare a coherent speech, decide the best context to communicate)	Cost of a speech workshop of 4'50 hours	96,43 €	Final Test	1 year	25%	50%
Number of collaborating professionals who claim to have put team management skills into practice (For example: Coordination of member tasks, Project planning and monitoring, etc.)	Cost of a team management seminar of 4'50 hours	112,50 €	Final Test	1 year	25%	50%

Methods for collecting data from collaborating professionals

Total Number of participants	Methods for data collection	Momento temporal de recogida de datos	Cantidad mínima involucrada
(Include the total number of professional collaborators in your project)	Online questionnaires. (The use of free platforms such as: Surveymonkey or Google Doc survey is recommended)	- Questionnaire before starting the Service-learning experience - Questionnaire at the end of the Service-learning experience - Questionnaire three years after starting the Service-learning experience	It is recommended to use a representative sample (statistical sample) of the total of participants.

Questionnaires: Questions to include for recommended indicators in collaborating professionals

QUESTIONNAIRE PRIOR TO STARTING THE PROJECT:

How long have you been participating in Service-learning: Options: 1. It is the first time. 2. One year, 3. 2 years, 4. 3 years or more.

Why have you started participating in Service-learning? (Options: 1. Being a former student at Comillas, 2. Another colleague spoke well of the project, 3. Another option. Describe)

Do you currently collaborate with any social entity? YES / NO In what way: Volunteering, financial contribution, other..

QUESTIONNAIRE AT THE END OF THE PROJECT:

Participating in Service-learning Have you been able to know a social reality unknown to you?

Do you ever discuss with friends and family the participation in Service-learning?

After participating in Service-learning, have you dared to participate in any activity of the company in which you did not previously participate?

From 1 to 5, how important is Service-learning to you for your motivation in this company?

During the collaboration, have you practiced and / or improved your oral communication skills?

During the collaboration, have you practiced and / or improved your team management skills?

QUESTIONNAIRE TWO YEARS AFTER FINISHING THE PROJECT:

As a result of the collaboration you made years ago, have you been directly involved through any volunteer or financial contribution?

PHASE 3. EVIDENCE THE IMPACTS
PHASE 4. ESTABLISH THE IMPACT
PHASE 5. CALCULATE THE SROI

These phases are only carried out if you want to know the value (in €) that your Service-learning project contributes.
To do this, we provide you with an impact map in Excel format, which you must complete with your project's own data.

Entity:		School of Economics at Universidad Pontifica de Comillas														
Scope:		Activity		Service-Learning projects			Objective of the activity:			Students tecnical learning while they provide a service…						
		Contract/ Funding/ Part of the organisation					University funds			Purpose of analysis:			Financing assessment based on its impact			
Phase 1		Phase 2				Phase 3								Phase 4		
Stakeholders	Changes taken into account/ no taken into account	Inputs		Outputs	Outcomes		Outcomes							Deadweight	Attribution	Decrease	Impact
		Description	Value in €		Description		Indicator	Source	Amount	Period	Financial proxy	Value in €	Source	%	%	%	
who is affected?	What do you think will change for them? What do they contribute?			Activity summary (number)	How would you describe the change?		How would you measure it?	Where did you get the informatio n from?	How much change took place?	How long does it last?	What proxy would you use to value the change?	What is the value of the change?	Where did you get the information from?	What would have happened without the activity?	Who else contributed to the change?	Would the outcome decrease in next years?	Amount multilyied by finacial proxy substratcting deadweight, decrease and attribution.

PHASE 6. PREPARING THE SOCIAL IMPACT REPORT

The report can be used to:

- Improve the management of your projects.

- Compare the social impact of different pedagogical methodologies.

- Inform the educational community of the impacts generated in the classroom.

- Inform other stakeholders to improve the opening of the university in society.
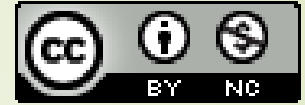
Latest recommendations

The use of control groups is recommended in order to measure the social impact in comparison.

It is recommended to use impact measurement in other innovative pedagogical methodologies to compare the social impact that each one generates.

Acknowledgments

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Contact

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